

## MINUTES

### STATE BOARD OF EDUCATION

Ladislaus B. Dombrowski Board Room  
John A. Hannah Building  
608 West Allegan  
Lansing, Michigan

December 11, 2012  
9:30 a.m.

Present: Mr. Michael P. Flanagan, Chairman  
Mr. John C. Austin, President  
Dr. Casandra E. Ulbrich, Vice President  
Mrs. Nancy Danhof, Secretary  
Mrs. Marianne Yared McGuire, Treasurer  
Dr. Richard Zeile, NASBE Delegate  
Mrs. Kathleen N. Straus  
Mr. Daniel Varner  
Mrs. Eileen Weiser (via telephone)

Also Present: Ms. Bobbi Jo Kenyon, 2012-2013 Michigan Teacher of the Year

Absent: Mr. Greg Tedder, representing Governor Rick Snyder, ex officio

### **REGULAR MEETING**

#### I. CALL TO ORDER

Mr. Flanagan called the meeting to order at 9:35 a.m.

#### II. INFORMATIONAL FOLDER ITEMS

- A. Information on District Use of Personal Curriculum and on the Special Education Advisory Committee (SEAC) Advice related to Personal Curriculum
- B. Information on Nominations to the Special Education Advisory Committee (SEAC)

#### III. RECESS

The Board recessed the Regular Meeting at 9:36 a.m.

## **COMMITTEE OF THE WHOLE MEETING**

### **IV. CALL TO ORDER**

Mr. Flanagan called the Committee of the Whole Meeting to order at 9:37 a.m.

### **V. PRESENTATION ON CAREER AND COLLEGE READY STANDARDS IMPLEMENTATION AND SMARTER BALANCED ASSESSMENT CONSORTIUM SAMPLE ITEM**

There was Board consensus to reorder the agenda.

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; Ms. Linda Forward, Director, Education Improvement and Innovation; Mr. Andy Middlestead, Test Development Manager, Office of Standards and Assessment; and Mr. Greg Dionne, Supervisor, Curriculum and Instruction; presented on Career and College Ready Standards Implementation and Smarter Balanced Assessment Consortium Sample Items.

Mr. Flanagan said Department staff are actively engaged in a variety of activities supporting the implementation of the Common Core State Standards in support of career and college readiness for all students. He said staff will provide an update on these efforts including how the Department is beginning to use sample items released by the Smarter Balanced Assessment Consortium for the purpose of preparing schools for the next generation of assessments. He said some of the new types of items included on the assessment and how they support the measurement of career and college ready standards will be presented.

Information was shared through a [PowerPoint](#) presentation.

Mrs. McGuire, Mrs. Straus, and Mr. Varner arrived at 10:00 a.m.

Board member discussion included scoring of multiple concepts, readiness and capacity of schools to do online assessments, suitability for use by all delivery modalities, reports that are useful to parents and students, rigor of assessments, assessments as a dual measure of individual student growth and an evaluation of school and district performance, teacher training, guidance for schools regarding basic capacities students need such as time management and computer skills, funding for computer-based instruction and assessments, and assessment should not become a distraction for delivering a good education.

### **VI. RECESS**

The Board recessed the Committee of the Whole Meeting at 10:33 a.m. to reconvene the Regular Meeting.

## **REGULAR MEETING**

### **VII. PERSONAL PRIVILEGE – MICHAEL P. FLANAGAN**

Mr. Flanagan welcomed Mrs. Carolyn Curtin, former State Board of Education Secretary, who was attending the meeting.

### **VIII. APPROVAL OF AGENDA AND ORDER OF PRIORITY**

**Mr. Austin moved, seconded by Dr. Ulbrich, that the State Board of Education approve the agenda and order of priority.**

The vote was taken on the motion.

**The motion carried unanimously.**

### **IX. INTRODUCTION OF STATE BOARD OF EDUCATION MEMBERS**

Mrs. Marilyn Schneider, State Board Executive, introduced members of the State Board of Education and the Michigan Teacher of the Year.

### **X. ADOPTION OF RESOLUTIONS HONORING NANCY DANHOF AND MARIANNE YARED MCGUIRE**

Mr. Flanagan said Nancy Danhof and Marianne Yared McGuire will end their terms on the Board on January 1, 2013, and their service as members of the State Board of Education is much appreciated. Mr. Flanagan said he has come to admire them and consider them as friends. He said Mrs. McGuire has served on the Board for sixteen years and Mrs. Danhof has served on the Board for eight years. He said they each brought their own professional and personal perspectives to the Board table, but did so in a respectful, collaborative, and non-partisan way. He said they will be honored at a reception following the meeting.

**Mrs. McGuire moved, seconded by Dr. Zeile, that the State Board of Education adopt the resolution attached to the Superintendent's memorandum dated November 26, 2012, honoring Nancy Danhof.**

The vote was taken on the motion.

**The motion carried unanimously.**

**Mrs. Straus moved, seconded by Mrs. Danhof, that the State Board of Education adopt the resolution attached to the**

**Superintendent's memorandum dated November 26, 2012,  
honoring Marianne Yared McGuire.**

The vote was taken on the motion.

**The motion carried unanimously.**

Mr. Austin said Mrs. McGuire has been a strong and effective voice for Detroit, people that may potentially be left behind, and the great diversity in the state. He said she insisted that the world language requirement be included in the Michigan Merit Curriculum. Mr. Austin said Mrs. McGuire fights for what she believes is right with great principle and integrity, and he thanked her for her service. Mr. Austin presented the Board Resolution to Mrs. McGuire.

Mrs. McGuire thanked the Board, and said she is very touched by the Resolution honoring her.

Mr. Austin said Mrs. Danhof has been a fantastic partner in all the Board had done approaching education with integrity and principle. He said she was always determined to find and do the right thing to improve the quality of education. He thanked her for her service on the Board, and presented the Board Resolution to Mrs. Danhof.

Mrs. Danhof read a statement titled, "Things My Mother Told Me I Would Learn on the State Board of Education." She thanked her Board and Department colleagues and the citizens of Michigan for the opportunity to serve.

The resolution honoring Mrs. Danhof is attached as Exhibit A.

The resolution honoring Mrs. McGuire is attached as Exhibit B.

XI. RECESS

The Board recessed the Regular Meeting at 10:47 a.m. to reconvene the Committee of the Whole Meeting.

Mrs. McGuire left the meeting at 10:47 a.m.

**COMMITTEE OF THE WHOLE MEETING**

XII. PRESENTATION ON MICHIGAN ARTS EDUCATION SURVEY RESULTS

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; Ms. Linda Forward, Director, Education Improvement and Innovation; and Mr. Michael Latvis, Director of Policy for ArtServe Michigan; presented the Michigan Arts Education Survey Results.

Mr. Flanagan said the 2011-2012 Michigan Arts Education Survey was conducted to assess the status and condition of arts education in Michigan. He said it was a collaborative effort between Michigan Youth Arts, the Michigan Department of Education, the Michigan Council for Arts and Cultural Affairs, and ArtServe Michigan.

Mr. Flanagan said the benchmark survey is the first time that Michigan arts education research has included data collected at the school building level. He said it examines the depth and breadth of student learning in the visual and performing arts.

Information was provided through a [PowerPoint](#) presentation.

Board member discussion included questions regarding the reasons that twelve percent of schools report that they do not meet the state graduation requirement of one credit in the arts, funding of art programs through private sources, the cultural perspective gained through the arts, the nurturing of creative thinking through arts education which benefits other areas of study and the economy, partnerships between in-school and out-of-school arts programs, and geographic dispersal and socio-economic status.

### XIII. DISCUSSION SCHOOL AID REWRITE (OXFORD/MCLELLAN) AND OTHER LEGISLATIVE RECOMMENDATIONS

Mr. Flanagan said the Oxford Foundation's Public Education Finance Project has asked for input by Friday, December 14, in anticipation of the School Aid Rewrite being presented to the Governor after the first of the year.

Mr. Austin led the discussion, and distributed a document, "12/11/12 Discussion Draft – Michigan State Board of Education Comments on Public Education Finance Project Draft Legislation." Mr. Austin said the Board's Legislative Committee met on December 5, and he reviewed the document. He said the Board is raising issues, concerns, and recommendations with regard to the proposal.

Mrs. Straus said she has concerns with the underlying premise that contains many aspects of House Bill 5923 creating new charter, cyber, and business schools and she believes there are enough choices. She said she disagrees with the basic premise, but if passage is likely she agrees with many of the recommendations proposed by the Board. Mrs. Straus said the Board's Constitutional authority should be cited at the beginning of the document.

Mrs. Weiser said if the proposal is not passed before the end of the year, it would be beneficial to have further discussion. She said she sees creativity in schools, and she doesn't understand why people would not

want more of it. She said it is logical that new choices should have a track record. She believes the proposal provides consistency. She said further discussion would help inform which doors should be opened and which doors should be closed with regard to school choice.

Dr. Zeile said he is intrigued, and there are legitimate concerns, but the perfect cannot be the enemy of the good. He said quality is not guaranteed with new choices or public district schools. He said cyber schools should be asked how they fulfill the supervisory aspect. He said school choice meets a variety of student needs, and a variety of curriculum offerings is also necessary. He said quality programs benefit from school choice.

Dr. Ulbrich said this is the first of three opportunities the Board has to share its opinions. She said after this opportunity to submit information to the Oxford Foundation, there will be additional opportunities with the Governor and the legislature. She said offering suggestions to the proposal developed by the Oxford Foundation does not indicate buy-in with the proposal as written. She suggested the elimination of the second bullet on page 5 regarding Specialty Schools, which decouples it from House Bill 5923.

Mrs. Weiser said the second paragraph, third line, on page 5 should be changed to K-5.

Mr. Varner said he has language regarding the Constitutional obligation. He said the document should also state that the Board is providing input, but taking no position in support or opposition to the Oxford Foundation's Public Education Finance project proposal. Mr. Varner said choice by itself is not a magic elixir. He said a regulated marketplace is better than an unregulated marketplace. He said there should be standards on the front end, and authorizers with a poor track record should not be allowed to open additional schools.

Mrs. Danhof said all public education must be judged by the same levels of quality and consistent standards in order for accountability to have value. She proposed an edit on page 1 and throughout the document for consistency.

Mr. Austin suggested, and there was Board consensus, to incorporate edits into a revised document to be offered for Board approval during the Regular Meeting. There was Board consensus.

#### XIV. ADJOURNMENT

The Board adjourned the Committee of the Whole at 12:12 p.m. and reconvened the Regular Meeting at 1:30 p.m.

Mrs. McGuire rejoined the meeting at 1:30 p.m.

## **REGULAR MEETING**

### **XV. APPROVAL OF STATE BOARD OF EDUCATION MINUTES**

- F. Approval of Minutes of Committee of the Whole and Regular Meeting of November 20, 2012

**Mrs. Danhof moved, seconded by Mr. Austin, that the State Board of Education approve the Minutes of the Committee of the Whole and Regular Meeting of November 20, 2012.**

The vote was taken on the motion.

**The motion carried unanimously.**

### **XVI. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING**

There were no comments during public participation.

### **XVII. PERSONAL PRIVILEGE – MR. MICHAEL P. FLANAGAN**

Mr. Flanagan asked the following newly hired employees to introduce themselves: Ms. Christie Eagen, Office of Great Start; Ms. Ashley Hunter, Office of Great Start; Mr. John Jaquith, Bureau of Assessment and Accountability; Ms. Maria Silva, Office of Field Services, and Ms. Michelle Williams, Office of Field Services.

### **XVIII. PRESIDENT'S REPORT**

Mr. Austin said there is a public demonstration at the State Capitol regarding the pending Right to Work legislation. He said companies are drawn to states that have the best educated work force. He said Michigan needs to create the conditions that foster a highly educated work force and quality of life that encourages graduates to stay in the state and develop their companies in Michigan.

Mr. Austin provided an update on state legislation regarding education, and he said discussion was helpful in informing pending legislation.

### **XIX. REPORT OF THE SUPERINTENDENT**

#### **Report**

- G. Human Resources Report

## Grants

### H. Report on Grant Awards

- 2012-2013 Child Care and Development Block Grant – Initial
- 2012-2013 Great Start Readiness Program Evaluation Grant – Initial
- 2012-2013 Individuals with Disabilities Education Act Preschool Indicators Grant – Continuation
- 2011-2012 Distribution of Federal Funds Awarded to Michigan Through Part C of the Individuals with Disabilities Education Act – Amendment
- 2012-2013 Mandated Activities Under the Individuals with Disabilities Education Act (IDEA 2004), Part C – Continuation
- 2012-2013 Training and Technical Assistance for 21<sup>st</sup> Century Community Learning Centers Program Grant – Continuation
- 2009-2010 Enhancing Education through Technology, Title II, Part D, Competitive Programs – ARRA – Amendment
- 2011-2012 ARRA Title I School Improvement Grant – Amendment
- 2011-2012 ISD Collaboration Grant – Amendment, Continuation
- 2012-2013 ISD Collaboration Grant – Initial, Continuation
- 2012-2013 Regional Assistance to High Priority Schools – Initial
- 2012-2013 State School Aid Act Section 99(6) Mathematics and Science Centers – Initial
- 2012-2013 Title I Statewide System of Support Technical Assistance Grant – Initial, Continuation
- 2012-2013 Safe and Supportive Schools Grant – Amendment
- 2012-2013 Safe and Supportive Schools Grant – Initial
- 2012-2013 Title II, Part A(1): Improving Teacher and Principal Quality Grant – Amendment
- 2011-2012 Title I, Part A Schoolwide Program Planning Grant – Initial, Continuation
- 2012-2013 Title I, Part A Schoolwide Program Planning Grant – Initial
- 2012-2013 Title I, Part C Regular Migrant Program Allocations – Amendment
- 2011-2012 Title I, Part D, Subpart 1, Neglected and Delinquent Program for State Agencies – Amendment
- 2012-2013 Title I, Part D, Subpart 1, Neglected and Delinquent Program for State Agencies – Initial
- 2012-2013 Title III – English Language Acquisition Program – Initial
- 2012-2013 Title III, Part A, Immigrant Program – Initial



- 2011-2012 McKinney-Vento Homeless Students Assistance Grant – Amendment
- 2012-2013 McKinney-Vento Homeless Students Assistance Grant – Initial
- 2012-2013 Region 3 ISD Partnership Grant – Initial, Continuation

Mr. Flanagan shared a video clip of his recent podcast encouraging people to take a deep breath and stabilize with regard to education reforms.

## XX. REPORT OF THE MICHIGAN TEACHER OF THE YEAR

Ms. Bobbi Jo Kenyon, 2012-2013 Michigan Teacher of the Year, presented the Report of the Michigan Teacher of the Year. She provided a verbal update to her written report including a video clip explaining instructional rounds, which are modeled after medical rounds. She said it is helpful to use the resources available allowing teachers to learn from each other and be accountable to their colleagues.

## XXI. STATE AND FEDERAL LEGISLATIVE UPDATE

Mr. Martin Ackley, Director, Public and Governmental Affairs, provided an update on legislation regarding the Education Achievement Authority, the federal fiscal cliff, and sequestration. He said the Right to Work legislation has passed and is awaiting the Governor's signature.

Mr. Austin distributed a document, "Michigan State Board of Education Comments on Public Education Finance Project Draft Legislation," which included the revisions discussed during the Committee of the Whole. Mr. Austin reminded the Board that it is a set of ideas, and not a piece of legislation.

**Mrs. Weiser moved, seconded by Mrs. Danhof, that the State Board of Education adopts "Comments on Public Education Finance Proposals."**

There was discussion regarding additional edits.

Dr. Zeile said he will not be voting for the proposal, because there are concepts in it that he doesn't share including distrust of parental choice, the idea that quality is one-dimensional, perfect is the enemy of the good, and the idea that choice will damage public schools.

Mrs. Danhof said she would like Dr. Zeile's points included if possible. Dr. Zeile said he deeply appreciates Mr. Austin's authorship of the document and the Board's process to include all opinions. Mr. Austin said thoughtful dissention is healthy and should be encouraged.

The vote was taken on the motion, as amended by discussion.

**Ayes: Austin, Danhof, McGuire, Straus, Ulbrich, Weiser,  
Varner**

**Nay: Zeile**

**The motion carried.**

Michigan State Board of Comments on Public Education Finance Proposals is attached as Exhibit C.

XXII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

Mrs. Straus said as Mrs. McGuire and Mrs. Danhof complete their terms of office on the State Board of Education, she wants to express her appreciation for their dedicated service and commitment to public education.

XXIII. TENTATIVE AGENDA FOR NEXT MEETING

Mr. Flanagan said Board members may contact a member of the Agenda Planning Committee comprised of Mr. Austin, Dr. Ulbrich, and Mrs. Danhof with suggestions for agenda topics.

XXIV. FUTURE MEETING DATES

- A. Tuesday, January 15, 2013 (9:30 a.m.)
- B. Tuesday, February 12, 2013 (9:30 a.m.)
- C. Tuesday, March 12, 2013 (9:30 a.m.)
- D. Tuesday, April 9, 2013 (9:30 a.m.)

XV. ADJOURNMENT

The meeting adjourned at 3:00 p.m.

The video archive of the meeting is available at [www.michigan.gov/sbe](http://www.michigan.gov/sbe).

Respectfully submitted,

Nancy Danhof  
Secretary

STATE OF MICHIGAN  
STATE BOARD OF EDUCATION  
RESOLUTION

NANCY DANHOF

WHEREAS, Nancy Danhof was elected to the State Board of Education in November 2004 for an eight year term from January 1, 2005 – January 1, 2013; and

WHEREAS, Nancy graduated from East Lansing High School and earned her Bachelor of Arts degree in Social Science Multi-Disciplinary/Secondary Education from Michigan State University; and

WHEREAS, Nancy is the Executive Director of the Todd Martin Development Fund, and has served as Executive Director of the Michigan Foundation for Educational Leadership, member of the East Lansing Board of Education, and volunteer in East Lansing Schools' K-5 Reading Program; and

WHEREAS, Nancy was elected by her peers to serve as Secretary of the State Board of Education, Chair of the Board's Legislative Committee, and Michigan's Delegate to the National Association of State Boards of Education; and

WHEREAS, Nancy also served on the National Association of State Boards of Education Value Added Assessments Study Group; Models of Success Study Group; Assessments Study Group; and 21<sup>st</sup> Century Educator Study Group; and

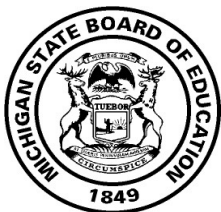
WHEREAS, Nancy was appointed by Governor Rick Snyder to the Education Commission of the States; and

WHEREAS, Nancy is active in numerous community organizations including Founders Board of Impression 5 Museum; Associates Board of Michigan State University Museum of Natural History; Michigan Historical Center Foundation; Leadership Team for WKAR Auction; City of East Lansing Strategic Planning Committee; Focus 20/20; and Peoples Church; and

WHEREAS, during her eight years of service on the State Board of Education, Nancy has been passionate about creating clear education policy that provides the best opportunity for student achievement, ensuring choice for parents and students, and supporting reform of educator preparation institutions to ensure rigorous programs that prepare teachers and administrators for the needs of students; now, therefore, be it

RESOLVED, That the Michigan State Board of Education extends to Nancy Danhof its highest regard and heartfelt gratitude for the dedication and expertise she has brought to the children of Michigan, their parents, and the millions of Michigan citizens her work has affected and impacted; and be it finally

RESOLVED, That the Michigan State Board of Education expresses its fervent wish that Nancy Danhof continues to enjoy many rewarding experiences with her husband, Bill, and family.



Adopted December 11, 2012

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John C. Austin, President

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Michael P. Flanagan, Chairman and  
Superintendent of Public Instruction

STATE OF MICHIGAN  
STATE BOARD OF EDUCATION  
RESOLUTION

MARIANNE YARED MCGUIRE

WHEREAS, Marianne Yared McGuire was elected to the State Board of Education in November 1996 for an eight year term from January 1, 1997 – January 1, 2005; and subsequently was re-elected for a second eight year term from January 1, 2005 – January 1, 2013; and

WHEREAS, Marianne earned her Bachelor of Arts degree in English, Teacher Education and Sociology from Aquinas College and her Bachelor of Communication from Wayne State University, with a major in Print Journalism; and

WHEREAS, Marianne is a proud resident of Detroit, former elementary and high school teacher, newspaper editor, congressional staffer, and owner/operator of a used and rare bookstore; and

WHEREAS, Marianne was elected by her peers to serve as Treasurer of the State Board of Education, and Michigan's Delegate to the National Association of State Boards of Education; and

WHEREAS, Marianne also served on the National Association of State Boards of Education Restructuring High Schools Study Group and Language and Learning Study Group; and

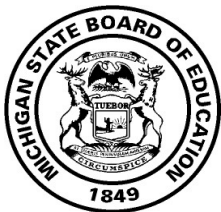
WHEREAS, Marianne chaired the State Board of Education's Elevating Educational Leadership Task Force that worked to establish a uniform set of standards leading to certification of school principals; and

WHEREAS, Marianne was a member of the American Civil Liberties Union of Michigan Racial Justice Work Group that made recommendations for ensuring due process for students and increasing the use of alternatives to suspension and expulsion; and

WHEREAS, during her sixteen years of service on the State Board of Education, Marianne has been diligent and unceasing as an empathetic voice for teachers, an advocate for students, and a proponent of retaining local control of schools; now, therefore, be it

RESOLVED, That the Michigan State Board of Education extends to Marianne Yared McGuire its highest regard and heartfelt gratitude for the dedication and expertise she has brought to the children of Michigan, their parents, and the millions of Michigan citizens her work has affected and impacted; and be it finally

RESOLVED, That the Michigan State Board of Education expresses its fervent wish that Marianne Yared McGuire continues to enjoy many rewarding experiences with her family and friends.



Adopted December 11, 2012

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John C. Austin, President

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Michael P. Flanagan, Chairman and  
Superintendent of Public Instruction

## **Michigan State Board of Education**

### **Comments on Public Education Finance Proposals**

Consistent with its state Constitutional obligation to provide “leadership and general supervision” over all public education in the state of Michigan, the State Board of Education offers these thoughts and advice in fashioning an education system that is performance-driven; improves learning and educational outcomes for all students; and provides high quality education choices for students and their families.

In this document, the Board does not take a position in support or opposition to the Oxford Foundation’s Public Education Finance project proposals. Rather, in this document, we raise issues, concerns, and recommendations with regard to the proposal.

#### **Quality Control in New Learning Modalities and Schools**

Much of the proposed financing plan assumes, or is complemented by authorizing new schools, specialty schools and additional online-learning providers. Just as all existing schools must ensure quality education, new schools of all varieties must provide high-quality education. We should prevent poor new schools and operators from ever opening, and then draining scarce public education resources away from existing schools (diminishing their ability to provide quality learning).

Michigan does not need new learning options, and new schools per se, we need learning options and choices that contribute to improved student achievement and outcomes. We have enough problems with under-performing schools and education providers (traditional, charter and online), that aren’t delivering quality education, today—that are in need of help, fixing or shut-down -- we can’t afford to open more.

Any new educational provider or new schools must be expected to meet some quality standards based on a track record, or credible likelihood of contributing to student learning, growth and outcomes—and must be appropriately regulated to avoid education profiteering that does not deliver quality learning and outcomes.

We now have clear accountability standards and system for improving or closing non-performing schools. All new choices and financing changes that

allow money to follow to new choices must be accompanied by quality control expectations including:

- *A public accountability system and transparent reporting requirement that reports clearly by public body authorizer* (district, ISD, Community College, University) the performance of all authorized schools in apples-to-apples form to aid in identifying the performance, and hold accountable for performance the public body authorizer (whether school district board, or university board of trustees) and operator (whether a school district board, charter management organization, or online operator);
- *Legislation for new schools must contain quality control criteria, and school choice also must contain quality control criteria.* Legislation allowing for any new schools of any form must be accompanied by a prohibition on the poorest authorizers expanding their portfolios, and a corresponding prohibition on those authorizers engaging management companies or other educational operators whose portfolio of schools do not meet an appropriate quality and performance standards; or in the case of new operators, provide sufficient evidence of capacity and plan that would credibly indicate an ability to deliver a quality education.

### **Expanding Quality Choices Fully and Equitably**

If additional choices are to be encouraged, and some parents and families won't be able to take advantage of new choices, then the choices aren't equitable. They would likely serve to aid those who are already advantaged, informed, active in navigating the system, able to provide transportation for their children, etc.

- *Making 'choice' work equitably.* The students most in need of better learning, better schools, and new choices are the least advantaged, and if not supported most likely could be "left-behind" in schools with diminished resources that then are unable to provide quality education. Enhanced choices must include resources to allow parents and families to participate fully and equally in the choices, e.g. funding for transportation, counseling and support services;
- *Rural student issues.* Rural school students are potentially further disadvantaged in this plan, as their choices are inherently more limited than urban students, (with the exception of on-line learning opportunities). Proposals must include attention to how enhanced learning choices and options can reach rural students, including how

- access to needed on-line and distance learning options could be facilitated by provision of needed technology and infrastructure;
- *Special needs populations.* It is imperative that consideration of how students with disabilities, and English Language Learners, can participate in, benefit from, or receive diminished educational services under this plan;
  - *Equal access to good choices.* It is also inconsistent and discriminatory to say we are increasing choices for students among education districts and service providers, but schools and districts can choose to opt-out , to not participate in allowing choice. Communities with good schools and course offerings can keep others from accessing these “better” choices, while communities with underperforming schools must let students and resources go. The proposal as it stands says in essence: the neighborhood school district no longer exists, unless you want to keep people out -- then you can protect your neighborhood school district. Real choice among educational offerings must mean equal opportunity to access the best learning options for all students.

### **Effective Performance Measures and Performance Funding for All Students**

*The same accountability, learning and growth measures must be applied to all schools, and learning modalities, no matter what kind of school and modality.* Michigan parents and policy-makers must know, in comparable terms, which schools and learning providers are succeeding in educating children. The proposals currently allow a hodge-podge of education performance measures, (off-the shelf assessments, course “completion” of syllabus) that cannot be compared to inform parental choice, nor to aid policy-makers in determining if students are mastering Michigan’s rigorous career and college ready learning expectations.

*Any performance funding should be linked to achieving student performance on Michigan Merit Curriculum/College and Career Ready Standards.*

Performance funding should support and reward performance on mastering Michigan’s rigorous content expectations. ‘Any pace’ learning would reward performance in terms of growth, first; and proficiency, second, in content knowledge.

- Some version of this system, properly designed—could decouple graduation and progress through K-12 from seat time: you can either earn 18 HS credits, or pass ACT/Michigan Merit at requisite level—and

you are “done” with high school; pass individualized subject competency assessments, you move on.

*Recommend making financial incentives a reward for growth and facilitation of better or individual-tailored learning options, not a penalty for no growth or no participation in ‘unbundled’ student options.* We want to incent performance in meeting our collective standards for learning. One approach would be to reward/incent student outcome and performance with a per student performance bonus funding that can be kept by student’s school district for all students who:

- Master exit competencies (ACT/Michigan Merit) at secondary level;
- Make appropriate individual progress PreK-8;
- Meet K readiness assessment

School districts would have an incentive to facilitate the lowest cost options, and the bonus could be used to facilitate/support non-performers to hit the same targets.

*The public financing proposal is based on negative, not positive incentives.* Under the proposal districts can’t by law stop students from shopping for education outside—but all their incentives would be to discourage, make hard, and not have students spend their dollars “elsewhere”. This is exactly the problem with our current dual enrollment, district choice, and career technical education funding systems. Districts “lose money” if students make that choice—so they don’t facilitate nor encourage it.

This proposal would exacerbate this problem—schools and districts could offer lower quality opportunities without facilitating the best choices for students. We need a system that incentivizes and rewards districts and schools to embrace and facilitate new learning modalities like blended and on-line learning, the creation of new school models--innovative specialty schools, and blur-the-lines secondary- postsecondary learning models like middle colleges/early colleges *themselves*, and to encourage and facilitate out-of district, and on-line choices if they are the best for the student. It is not clear how this approach incentivizes existing schools and districts to innovate or facilitate choice—versus discourage it.

### **“Unbundle” Funding Effectively to Aid Student Learning and Not Damage Other Public Schools and Students**

If a significant share of students choose new schools, or new learning offerings with part of their foundation grant—and existing schools lose 5-10-15-20 percent of their funding, what is the impact on the quality of existing schools, and what they can continue to offer students? Can any school afford



to offer elements of the school and education experience that are important: quality teaching, counseling, arts, music, sports, extra-curriculars, under this model?

*Recommend differential funding: 'Unbundle' the foundation grant by cost and quality of services provided.* Full-service schools provide a host of educational and learning outcomes not provided by on-line only schooling. In addition, schools like early/middle colleges, and Career Technical programs both deliver more learning outcomes (earning career-ready credentials, accelerating learning) and cost more.

It only makes sense if 'unbundling' were to occur to pay more for "richer" education programs that deliver more in terms of education and outcomes; and to avoid damage and potentially dismantling of these schools and programs if resources were to flow equally with the student to all learning modes, regardless of cost, or contribution to educational outcomes.

A financing formula should differentially pay for education at schools that meet multiple learning goals. An in-person school with teachers as mentors, guidance counselors, that has students working together in teams and building interpersonal and communication skills, and that provides arts, music, after-school programs and a student newspaper, delivers more learning and outcomes in the form of college and career readiness—and we need the financing formula to provide incentives to continue to provide these services.

*Recommend: unbundle funding at the secondary-school level only, and encourage more quality and flexible choices within a local school network, and on-line.* Are we really wanting to "unbundle" learning for K-5? We expect all elementary students to master the same package of knowledge, core content, and skills. Elementary funding should remain at a neighborhood school, quality public choice or charter school.

Unbundling makes a lot more sense for secondary-postsecondary level, where we want to incent and facilitate access to special programming (like CTE centers), unique or accelerated courses, high school "models" or blended secondary- postsecondary institutions, or online offerings that work best for the student, as well as dual enrollment and post-secondary credit taking and earning.

New forms of schools, and financial unbundling can work together to provide quality additions to the public education system if developed with quality control criteria, and in partnership with local school-community plans for increasing choices and improving student achievement.

- *One way to implement this would be to unbundle secondary education at the local/regional level- make the ISD the Enrollment District for secondary students—responsible for facilitating the personalized bundled or unbundled learning program, at the local/regional level.*
- *Provide adequate support and positive incentives for the Enrollment district to support a quality learning program for all students. Any enrollment district should not be concerned about “losing money” and students to other providers---versus facilitating the best learning program for each student. Enrollment districts need to be held more harmless financially for encouraging students to make non-enrollment district learning choices, like quality on-line or postsecondary learning options. Enrollment districts also need adequate financial support to be able to provide and facilitate:*
  - High quality counseling and guidance for all students on their personalized learning program
  - Manage data, records and information
  - Provide transportation for all students to access choices within the region

**Modify Early Graduation Scholarship proposal to reward and incent early college- credit taking in all forms, as well as completion of post-secondary credentials and degrees.**

We should certainly find ways to pay for postsecondary access, and college scholarship. This proposal as it stands misses the benefits of accelerating learning for all students, not just high achievers. Research shows “blurring the lines” between secondary and post-secondary works to improve outcomes for both the underachieving/at-risk student (by putting them in a new, challenging and motivating learning context), and the high achiever—who can accelerate to post-secondary education and credentialing quicker. A true “any pace” learning that is based on improving outcomes like graduation rates, and postsecondary education attainment rates, must incent and reward all forms of early college credit-taking (AP course taking, dual enrollment, blended institutions (early –middle colleges- CTE programming)).

**Priority Focus on early childhood education and investment**

The proposed financing system should maintain strong support and seek to enhance funding and access to vital early child education that pays strong dividends for interested families in the form of long-term improved student learning and life outcomes.

**Longer school-year and school-day incentives are good ideas: need to be designed for maximum effectiveness.**

Proposed incentive funding to encourage a more flexible school day and longer school year, can serve to increase student learning, retention and improve outcomes, if properly implemented.

**The State Board appreciates the MDE's leadership and recommendations concerning additional technical issues related to school finance act improvements, and the identification of issues and impact of the proposed changes on education assessment and accountability.**

Adopted: December 11, 2012